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ABSTRACT

This document describes the steps for redesigning public schools into Championship Schools, a comprehensive approach to transformation. Eight transformational processes are outlined: organizational conditioning, clarifying values, strategic planning, measuring, communicating, coaching, team building, and community building. To successfully redesign the traditional school to meet the specifications of the Championship schools, seven design tasks must be undertaken: (1) manage the transition; (2) build public support; (3) redefine standards, expectations, and assessments; (4) provide instruction that will ensure success for all; (5) create and install a high-performance management system; (6) integrate human-services delivery; and (7) integrate all tasks through strategic planning. The tools and strategies needed by leadership to effect the change are described. Part 2 demonstrates the application of one transformational process, community building, to the task of transition management. Included are notes about transition management, a description of the general purposes and practices of community building, a design for a community-building session, and five minilectures that introduce each session activity. Four figures are included. (LMI)

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IMPROVING STUDENT PERFORMANCE

New Strategies for Implementing Higher Standards

Franklin D. Cordell
and
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The Center for Peak Performing Schools

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IMPROVING STUDENT PERFORMANCE:
NEW STRATEGIES FOR IMPLEMENTING HIGHER STANDARDS

BY

FRANKLIN CORDELL AND J. TIMOTHY WATERS

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Carrie Cochran deserves a special thanks for reading and correcting several drafts of the paper. Ann Sitchler read and corrected the final draft. Christy Dunkle brought her considerable talent and creativity to the design of the cover and the layout of the booklet.

FORWARD

The limits to our ability to raise student performance in the schools as they are currently structured were unintentionally set almost one hundred years ago. The founders of public education believed the intelligence and ability of each child was fixed by nature. In an age of muscle and machines, sorting out the most gifted, the top ten percent, for high school graduation worked. We have learned a lot since then and to say the world has changed would be an understatement.

To break through those limits we must design Championship Schools: .ools that prepare all children to flourish in the information age. We must systematically and persistently apply the correct tools to install a world class curriculum, diversify instructional practices, and create more effective assessment systems. To accomplish this it is necessary to build community support for the vision and transform the relationships among students, parents, teachers and administrators. All this can be done, but the scale of the task has often been misjudged and the wrong tools have been used.

This paper was written by practitioners and is therefore more than a description of a Championship School. It reflects a practitioner's point of view and special needs. Educational leaders work in a rough and tumble world filled with legal mandates, volatile community members, special interest groups, professionals who often feel dishonored by criticism, and a deeply entrenched culture that defies the logic of instructional planners.

It is our purpose here to introduce some of the conceptual and practical tools needed by educational leaders to take the massive, focused, congruent actions necessary to build Championship Schools. We have placed the focus upon redesigning the organizational structure of the schools, building community support and helping insiders through the transition.

We believe instructional technology is a wild card in the process of educational change and promises to make a dramatic difference in student performance. We have chosen to discuss that role at another time.

Franklin Cordell and Timothy Waters
Greeley, Colorado, October, 1993

EXECUTIVE SUMMARY

If we are to improve and modernize the performance of public school graduates, we must realign policies, practices and procedures with new principles and purposes so that teachers are empowered to teach more effectively and students are empowered to learn new skills at a higher rate. But policies, practices and procedures are embedded in cultural, organizational and legal structures that resist change in a number of interesting ways.

The solution to this problem is to help leaders conceptualize the needed change in terms of new organizational purposes and principles; to translate these into new policies, practices and procedures; then provide the practical tools needed to change large organizations with dwindling resources in the public arena.

The authors first conceptually frame school restructuring and then break the project into seven design tasks. They then provide an analysis of and envision the conditions as they would be upon successful completion of each task. The authors then describe the tools and strategies needed by leadership to effect the change. Finally, they develop an example of structured communication processes used to assist people through the transition.

PART 1 INTRODUCTION

After doing an analysis of the research on student performance, Benjamin Bloom and his team of researchers noted that students being tutored perform two standard deviations higher than the same or similar students being taught in a classroom using traditional group instruction. Two standard deviations higher means that the average tutored student performed at the ninety-seventh percentile of students being taught using group instruction. Since we cannot tutor all students he asked, how might we make group instruction tutorial-like? By reviewing the research, Bloom and his colleagues found six possible combinations of educational innovations that might be solutions to the problem.

But practitioners find a disparity between the possibilities of research and realities of practice. If mastery teaching yields a whole standard deviation of improvement in an experimental situation, it yields far less in practice. One of the most compelling explanations for the disparity is that our system was designed to educate the most talented students and was not designed to educate all students to succeed in a complex information society. The current matrix of policies, practices and processes frustrates the full implementation of any instructional innovation.

The frustration practitioners experience in the implementation of instructional innovations exemplifies an important dimension of the problem. Both educators and students in the traditional system have inherited policies and practices built around the expectation that a fairly large percentage of students will fail. This is rationalized statistically by the concept of normal distribution and entrenched in standardized tests. The grading, reporting and promotion of students based upon ranking further solidifies the system. The prophesy of failure is often fulfilled through its own destructive chemistry, and each year students are passed on to the next level without the cognitive preparation they need for success. Failure breeds further failure and students become discouraged, frustrated and angry with themselves or with the schools.

This results in perhaps the single most destructive chain of events in the whole system. Each year three million teachers across North American start the year with an enormous disadvantage. They face a diversity in student readiness that is unmanageable in group instruction. They also face a massive reservoir of student frustration and defeat that makes teaching and learning extremely difficult. Teachers waste massive amounts of time reviewing, managing discipline problems, counseling, and trying to motivate the successful student who is bored by the pace of instruction. They try to build student confidence and self-concept while the system breeds frustration and self contempt by sorting and ranking them. Trying to implement an instructional innovation is very difficult in this situation.

The cause of all this, and the remedy, is out of the hands of individual teachers and beyond their reach because it is a *systems* problem. The system must be restructured to eliminate the policies and practices that limit student motivation and cause defeat. The

controls needed to change the system, and the tools to work them, are broadly dispersed throughout the system. Leaders have to complete seven design tasks to recreate the system and solve the problem.

Because the educational establishment is stratified and departmentalized, attempts to find solutions often fracture into many small efforts. Each group approaches their part of the beast with energy and intelligence, but their attempts have limited success. It is like replacing all the parts of a car with new parts: you get a "new" car, but even if the parts are redesigned and upgraded, the overall design and limitations remain the same. So we have to restructure the system.

TWO APPROACHES TO RESTRUCTURING

Studies of the approaches of improving schools in North America reveal two grand strategies. The first is the "new school" strategy. This approach creates a special opportunity zone, designs a new school within a larger system and invites parents to volunteer to send their children. Designers using this approach bypass many of the barriers that plague organizational change; barriers such as the frustrating matrix of regulations and mandates, the lock step compensation and work rules entrenched in negotiated master agreements and the conflicting expectations of diverse interest groups. Laboratory schools, charter schools, magnet schools and most recently the Edison Project schools all exemplify this approach to change. This strategy has two major phases. The first is the creation of the opportunity zone and the design of the school. The second phase involves the dissemination of the lessons learned back to the system as a whole.

The second grand strategy is to transform a complete system by implanting new policies, practices and procedures based upon a new purpose and set of supporting principles. Infusing new curriculum and instructional practices, adopting effective schools processes, hiring new teaching talent, selecting new management styles, decentralizing decision making, infusing accountability processes, and adopting outcomes-based principles and practices all exemplify the second grand strategy. Building Championship Schools is a comprehensive systems approach to transformation. No special opportunity zone is created in this approach. The great advantage is that no dissemination is needed since the changes are district-wide from the beginning.

It is a mistake to use one or the other of these grand strategies to the exclusion of the other. There are advantages and disadvantages to both approaches and both are useful. The new schools strategy will design, test and demonstrate new policies, practices and procedures. That is very valuable. To achieve the results sought, however, those successes must be infused back into the system as a whole. That is tantamount to the use of the second grand strategy, that of transformation and transition. Ultimately all schools need to be redesigned to become Championship Schools.

IMAGINE THE BENEFITS OF THE CHAMPIONSHIP SCHOOL

The benefits of the Championship School are best realized in the lives of its students and graduates. They become happy, healthy and productive adults because they enjoy high levels of competence in their personal, creative and working lives.

Students are constantly challenged and supported in their learning. The instructional team of several teachers provides a diverse instructional program aimed at their unique needs and learning styles. The team provides expanded learning opportunities as a safety net to keep students from falling discouragingly behind. And while they experience discouragement from time to time, because their majority experience is success in school, they never experience the devastation of continuing defeat. They see themselves connected to others in positive and challenging ways because they learn the complex skills needed to be a productive team player. Because they work in a nurturing and challenging environment and are appropriately coached, they develop an optimistic explanatory style that causes them to be happy, healthy and productive.

Graduates are competitive, resilient and versatile in the world of work because they have mastered a broad range of academic skills plus they know how to manage and apply information to complex decision making and problem solving. They have mastered all of the team skills needed in the modern workplace since they learn to work collaboratively in the classroom as team members and team leaders. They develop high levels of personal responsibility because they learn in a challenging environment. They become comfortable with the technology of the information age because it is used as a productivity tool in the instructional program.

Students participate in creative and expressive activities through music, the arts and physical education and sports. Underlying all of these activities is the belief that the schools should develop the creative capacities of all students by engaging them in the great works of mankind. The instructional staff understands that self discipline, confidence and responsibility are best developed in the arena of artistic and physical performance.

In a secondary way the Championship School benefits its teachers, administrators, parents and community members. The Championship School is a community in its most positive incarnation where people build long term relationships and can trust one another.

Because the staff is committed to success for all, the anger and frustration that normally attends learning in a traditional school simply does not exist. Because they are supported through the creative use of time, students achieve minimum competencies in each unit of instruction before moving on. Students come to class ready and able to learn and are challenged at a manageable level to experience success.

The best schools in the world are Championship Schools. This paper is about transforming public schools into Championship Schools.

BUILDING LEADERSHIP AT MANY LEVELS

In a Championship School, leadership is broadly shared among board members, central office staff, building level leaders and teachers. Leadership skill in the Championship School is constantly developed through training, coaching and teaming.

We are a society at risk, and millions of students fall beneath their potential to become happy, healthy and productive adults. But the current system with all its problems is entrenched in an educational culture with the ways, belief systems and specialized language of any other culture. And like any culture, people within it feel secure in a matrix of ways and beliefs and find it difficult to envision things being different or more effective. While we have had a "wake up call," a demand for better results, it will be difficult for most of us to fully envision the new system, so we must place a continuing effort upon designing a system that realizes human potential.

Most educational leaders were trained in an academic discipline and in curriculum and instructional practices but not in organizational development. To build the will and capacity needed to persist in this difficult effort, leaders need to understand the processes that transform organizations. Leaders must feel that they have the tools to redesign the schools and to manage the people problems that attend the transformation of the organization.

Empowerment flows from ownership. Experience in many districts demonstrates that teachers, administrators and students are far more productive when they feel successful and when they believe that their success is a product of their caring, creativity and effort. In Championship Schools, everyone feels a high level of ownership in their work.

WHERE TO BEGIN

This paper will describe steps to be taken to redesign schools to become increasingly creative and productive organizations. The reader would be well advised, however, to remember that the process of redesigning and then transforming a school or school system is not a linear and sequential one. While the concepts, strategies and processes are presented in a sequential manner, the process of actually transforming a system, be it a school or an entire school district, is a lot like trying to swallow an elephant. The elephant can only be swallowed one bite at a time. There are many places one can start and many different strategies that can be used. One must start somewhere, however, and having an understanding of what one must know, be able to do and be like in order to finish the job should be helpful. What is important is to start. This paper is offered as a way to help those start who have yet to and to help those finish who have discovered the true size of the beast.

INCREMENTAL OR FUNDAMENTAL CHANGE?

Any initiative directed toward substantially increasing the productivity and creativity of a school or school district must start by answering questions about the current system. Is the system one that can be adjusted or "tuned up" to the point where it is as productive as

it needs to be? Is it a system that is fundamentally clear regarding its purpose, organized around sound principles that are consistent with its purpose, supporting processes that are an extension of those principles, developing policies that create practice to support programs and procedures? If the answer to these questions is yes, then it is likely that efforts can be directed to developing new or modified programs and procedures. It would be appropriate to adopt an incremental change strategy.

The incremental strategy is one that addresses only the fringes or outer layers of the system. An incremental strategy is appropriate when a system is sound and healthy and needs only fine tuning. When one or two ideas at a time will create the kind of incremental improvement necessary to keep it as productive and creative as it needs to be to prosper. If, on the other hand, a judgment is made that there is not clarity on the purpose of the system, or, more importantly it is concluded that the purpose needs to change, then a fundamental change strategy is required. It is a fundamental change when the purpose or mission of the system changes. A fundamental change requires that every level of the system be addressed simultaneously if the change effort is to succeed.

A fundamental change strategy requires that as purpose is redefined, so must the principles upon which the system is organized be redefined. New principles will only serve a new purpose if the appropriate processes are introduced into and nurtured in the system. New processes will require the development of new policies. New policies will drive new practices which have the potential to make new programs and procedures maximally effective.

Why is this important? Because significant, substantial, sustainable improvement will only occur in American public education when a fundamental change strategy directed toward system change is designed and implemented.

COMPLEX SYSTEMS

All systems are designed with a purpose. They resist attempts to change them. In fact, the system will push back just as hard against attempts to change it as there is pressure applied in a change effort. The fundamental change strategy addresses every level or dimension of the system simultaneously so that efforts applied in one area or at one level support and enhance the efforts being made at all other levels.

The assumption that underlies this paper is that the American system of public education was developed with a purpose. The purpose was to educate some (maybe even most) of the children well for multiple choices at the time of high school graduation. The purpose was *not* to educate all children well for multiple choices at the point of high school graduation. In fact it was not designed so all would graduate, much less have multiple choices available to them as graduates. Its purpose was to sort out those who were easiest to teach given the limitations of the system and prepare them to have and exercise their options at the time of graduation, such as going on to college, into the military or into the work force.

For a decade, the nation has been engaged in a debate over of school reform. There has been an assumption underlying that debate that the purpose of the system *should* be to effectively educate *all* of America's children. The system's purpose should be to prepare all of them for productive lives in the rapidly changing, highly technical, challenging world of the 21st century. The demographics of the nation are clear that to do less would relegate the United States to something akin to third world status by sometime early in the 21st century.

If one holds the view that the system is basically sound and only needs fine tuning, then incremental change strategies should be selected and the rest of this paper should be disregarded. If the view is one that sees the purpose of the system as needing to change or if a decision has already been made to adopt a new mission that redefines the constituency to educate all children well, then designing and implementing a fundamental change strategy is required. The decision to do so makes becoming clear on the importance of organizing principles essential.

TRADITIONAL ORGANIZING PRINCIPLES

The American system of public education was developed with a purpose. The system also has organizing principles that are consistent with the purpose of educating *some* of the children. The principles upon which the system was established were:

- Teaching and Teacher Centered
- Rugged Individualism
- Natural Selection
- Mass Production; and as a result of court action in the 1950's
- Equal Opportunity

These should be of no surprise when one considers the time in American history when the system was initially developed. They are, in many ways, the same principles upon which other American institutions, especially the manufacturing and other industrial age systems, were established. They are the same principles upon which much of American society was established. They are principles that have largely been taken for granted and remained unexamined in terms of their influence on the processes, policies and practices present in school systems and other systems.

These principles created processes of organizational design, management, supervision, training, resource allocation, scheduling, planning, measuring and communicating that are seen in schools and school systems everywhere today. These principles and processes manifest themselves as hierarchical organizations that create isolation, loneliness, unhealthy forms of competition, failure, command and control systems, short term thinking and normative and comparative measurement and evaluation.

They have driven the development of an educational system more focused on the needs of adults than children. They have driven a system more focused on teaching than learn-

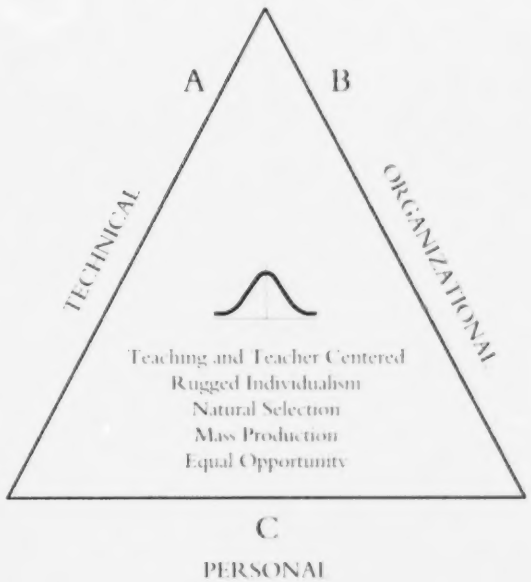
ing, on compliance than thinking, on control than performance and production, on going through prescribed motions and remediation than quality process, on giving everyone the same chance than assuring that there be high levels of achievement for all children, on creating hurdles than eliminating hurdles, on setting standards and only expecting 70% of the children to exceed than setting standards and expecting that all children meet the standard.

The principles and practices created in the traditional school produce a performance profile reflected in the bell shaped or "normal" curve. Further, the technical, organizational and human or personal dimensions of the system take on the characteristics shown in figure 1.

Figure 1

Traditional School

- Instruction is content centered and departmentalized
- Performance and content outcomes are not articulated
- Standards are high, but expectations are low
- Assessments are standardized and use rankings
- Assessments do not inform instruction
- Data is not delivered in real time
- Students are not self-directing
- Quality and equity levels are stagnant
- Student performance is "normally" distributed
- Time is a constant
- Chronically discouraged students always present



- Policies, practices and procedures are aligned to sorting and ranking
- High departmentalization and compartmentalization
- Heavy reliance on remediation
- Improvement efforts stratified
- Individuals design practices and procedures in relative isolation
- Efforts are product-focused
- Human services are fragmented
- Service providers role is defined by the profession
- No on-going redesign efforts exist
- Strategic direction changes when leadership changes

- Staff is anxious about change
- New policies and practices are not yet implemented
- Ownership and involvement are low
- Staff is activity and role oriented
- Morale and energy are low
- Policies and practices are disempowering

- Key opinion leaders are not part of planning
- Well planned and integrated communication strategy is absent
- Community alternately demand then resist change
- No strategic communications briefings are offered for key opinion leaders

NEW ORGANIZING PRINCIPLES

There is a new set of powerful organizing principles upon which the system must be based if there is to be any chance of successfully aligning processes, policies and practices with the purpose of effectively educating all children well in Championship Schools. The new principles are:

- Learner Centered
- Learning Centered
- Quality with Equity
- High Standards with High Expectations
- Mass personalization

Each of these principles require explanation.

LEARNER CENTERED

Unlike a factory, the raw material of schools plays a conscious role in the success of the enterprise. Students control the conditions of learning. When students are challenged and successfully meet the challenge, they feel good. Success breeds success. When a student's experience is *dominated* by failure, not just the daily setbacks that everyone must learn to live with, he/she often feels discouraged and defeated. The defeated student creates special challenges to teachers and counselors. Championship schools challenge and nurture students as needed and provide the time and learning conditions students need to succeed.

The principle of Learner Centered schools and school systems creates focus on learners (primarily children) and their needs rather than teaching, teachers and the needs of the adults who run the system. There are twelve Learner-centered psychological principles that take into consideration the learning process and the psychological factors that are internal to the learner. These principles are endorsed and supported by the American Psychological Association and the Mid-continent Regional Educational Laboratory. They are described in the publication "Learner-Centered psychological principles: Guidelines for school redesign and reform" available from McREL. Learner-Centered schools use these psychological principles in designing curriculum, delivering instruction, assessment and in decisions about grading and advancement.

LEARNING CENTERED

The second principle required to drive new processes, policies and practices in the Championship School is that of Learning-Centered. Learning-Centered schools are extraordinarily clear about what is to be learned by the time students leave the system and how that learning is benchmarked down through the system. They have agreed upon formally adopted skills, abilities and concepts that students must master by the

time they leave school. Standards have been established for those results with quality assessment strategies and instruments developed and used to assure that standards have been met.

Assessment in the Championship School is aligned with the learning results adopted, provides real-time information for teachers and is consistent with the Learner-Centered principles. The assessment process captures the best work of students and creates success experiences. It engages students in the assessment of their own learning and performance. Championship Schools, implementing practices consistent with the principle of Learning-Centered, avoid the overuse, misuse and abuse of norm referenced assessments and assessment data.

Championship schools are less concerned about activities and assignments as a measure of learning than about what students know and are able to do as evidence that the ends of the system are being achieved. They are tightly coupled on results and loosely coupled on the means for achieving them so long as the means are consistent with the Learner-Centered principles.

The work that students are asked to do in the Championship School and the learning that results from it is meaningful and relevant. Neither students nor teachers are asked or expected to engage in meaningless or irrelevant work or tasks.

Learning-Centered school systems not only identify the skills and competencies to be demonstrated by the time students leave the system but they identify the expected approximations of those skills or competencies for students and teachers by the time they leave the primary level, intermediate level, middle level and secondary level of the system. They "benchmark" the skills or competencies with appropriate and relevant standards so that students, parents and teachers all know that a quality process is leading to early and consistent learning.

QUALITY AND EQUITY

Championship Schools are committed to Quality with Equity. They measure quality through the levels of achievement demonstrated by their students. Equity is measured by the degree to which quality learning is demonstrated by all members of the student population. Equity is measured through the disaggregation of student achievement and other data to reveal the effect that the school is having on all members of the student population.

The principle of Quality with Equity will result in practices that differentiate or expand opportunities based on the needs of the learner. This differentiation will start early with quality preschool options and direct the use of compensatory and other resources to assure that young children master those requisite skills and competencies that will be essential to successful life long learning.

HIGH STANDARDS WITH HIGH EXPECTATIONS

The fourth principle of the Championship school is High Standards with High Expectations. This simply means that regardless of how high standards are set, the school and those who teach and learn in it expect that all the students in the school will meet or exceed the standards that are set.

The principle of High Standards with High Expectations will result in schools that are characterized by work and assignments for students that are interesting, relevant and meaningful. Teachers are thoughtful about the kind of work students are asked to do. When students have questions about why they are being asked to do it there are always answers that link the work and learning to what is meaningful and relevant to their lives. Teachers provide feedback to students on their work as they would if they were coaches. In Championship Schools teachers see themselves as the coaches of learners and facilitators of the learning process. Students are part of the process of assessing their own work and learning so, like the athlete, they can be actively involved in judging the quality of their own performance.

Schools committed to the principle of High Standards with High Expectations set clear criteria for assessing and evaluating student work. Students are responsible for evaluating their work against this criteria with the knowledge that if it isn't quality it isn't finished. Grades are not awarded until quality performance is demonstrated. Quality performance or work receives high marks or good grades.

MASS PERSONALIZATION

The fifth principle, the one that results in the processes required to support the first four principles and the practices they create, is Mass Personalization. It is the personalizing of schools and school systems on economies of scale.

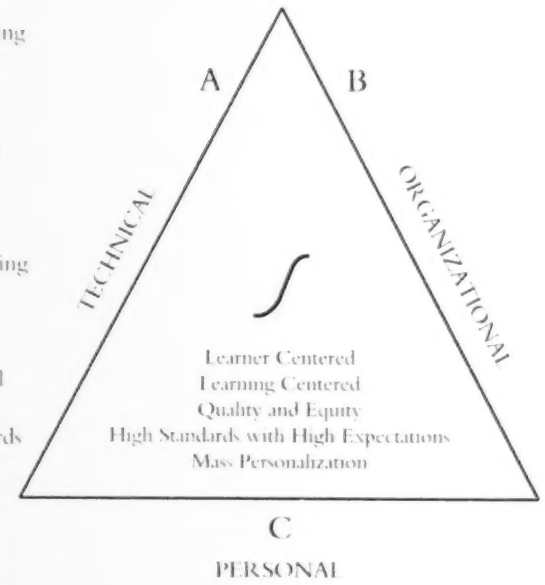
Schools have historically been places where both children and adults work in relative isolation. They have often times been lonely, fragmented places. In Championship Schools this is not true. Championship Schools build inclusive and supportive environments in which all children and adults feel a sense of belonging. In Championship Schools both adults and children work in teams. Supervision of both children and adults is based on a commitment to coaching for success and mastery. Relationships are based on confidence and commitment rather than traditional command and control.

These principles create practices that produce a very different performance profile than the bell shaped curve. They produce a performance profile more reflective of the "S" or "J" curve and the characteristics seen in figure 2.

Figure 2

Championship School

- Instruction is both learner and learning centered
- Expectations are high for all students
- Significant performance and content outcomes are identified and in place
- Standards are well articulated and aligned with curriculum
- Performance assessment system is being used
- Assessments align with curriculum and instruction
- Assessments yield useful instructional data in real time
- Students perform at or above standards at transition points
- Students are becoming self-directed
- Quality and equity are increasing
- Student motivation is running high
- Many instructional innovations are being used



- Policies, practices, and procedures are aligned to the success-for-all purpose
- Quality process - get it right the first time is in place
- Teacher and administrators receive data they need to verify quality process
- Continuous improvement process is in place
- Cross functional teams are designing new practices and procedures
- Efforts are customer-focused
- Human services are aligned
- Service providers are members of cross functional teams
- There is on-going redesign through strategic planning and monitoring
- The strategic direction is well defined and institutionalized

- Staff has come through the transition to empowerment
- New policies and practices are being used with success
- Ownership and involvement are high
- Results orientation is high
- Grieving process is complete
- Participation in quality processes is high
- Policies align with empowerment processes

- Key opinion leaders are identified
- Key opinion leaders have a relationship with leaders
- Key opinion leaders support the need for change, and see the benefits
- Communication strategy is in place
- Community involvement and support are high
- Periodic strategic briefings are held for key opinion leaders

CONTRASTING PRINCIPLES

The contrast between the organizing principles of the traditional system and the Championship system are seen in figure 3.

Figure 3

TRADITIONAL SCHOOLS → CHAMPIONSHIP SCHOOLS

Mass Production as the Organizational Model	→	**Mass Personalization as the Organizational Model**
• Work is broken into simple tasks for untrained workers		• Work is viewed as a complex process for professional workers
• Training is limited to need to know		• Training is continuous in learning organization
• Hierarchical structure of expertise and authority		• Flattened organization with shared expertise and authority
• Behavioral assessment of workers by expert supervisor		• Self assessment, coaching and team work
• Workers are alienated by meaningless tasks, and have little pride and ownership in their work		• Workers find meaning in work, see it as flowing from their skill and creativity
Instruction for the Rugged Individualist	→	**Instruction Learner Centered**
• The strong survive and thrive through competition		• People learn complex survival skills
• The learner is strengthened by challenge and adversity		• The learner is strengthened by learning self monitoring skills, optimistic explanatory style and learning skills
• The learner is motivated by the urge to triumph over others		• The learner is motivated by vision and the natural joy of learning
• Students are most often isolated from one another		• Learners often engage in cooperative learning activities

Natural Selection through Competition	→	High Standards with High Expectations
• Ability is a fixed quality in each individual		• Ability is variable and learnable
• High standards with low expectations		• Self-esteem, social development and acceptance contribute to motivation
• Grading and reporting based on A, B, C, D, F ranking		• Grading, learning and performance are criteria based
• Instruction seen as delivery of information		• Instruction seen as idiosyncratic construction of knowledge

Teaching Centered Classrooms	→	Learning Centered Classrooms
• Mastery of information and basic skills is the goal of instruction		• Graduate's ability to become happy, healthy and productive in today's world is the goal
• Curriculum is organized around the structure of disciplines		• Curriculum is organized around meaningful outcomes and enablers that are bench marked at levels within the system
• Information, hence knowledge, is best organized by discipline		• Knowledge is created by the knower out of experiences and past knowledge
• Assessment is for ranking students more than for providing information on learning		• Performance assessments inform instruction
• Students advance when teaching is done		• Students advance when they have mastered minimum competencies for future success
• Teaching is done when time runs out		• Time varies depending on learning rate
• When content is covered, teaching is done		• When competencies are learned, teaching is done
• The focus is upon teacher behavior and activities		• The focus is upon learning and the behavior of students

Equal Opportunity for All	→	Quality and Equity
• Assumes rugged individualism		• Recognizes the need and possibility of a better world through educational success for all
• Requires equal treatment of all students		• Differential treatment based upon learning needs
• Equal time given for each student/lesson		• Expanded learning opportunities provided up to minimum competencies
• Opportunities are the same and results vary widely		• Compensatory efforts reduce variance in achievement
• Focus is upon mean or average achievement of the whole population		• Achievement data is disaggregate to ensure that all meet standards

THE TRANSFORMATION AND THE TRANSITION IT CREATES

With the leadership of the exodus from Egypt, Moses created a metaphor for all transition managers. The Hebrews were in bondage, laboring as Egyptian slaves. After considerable urging by Moses and several highly motivating plagues, Pharaoh granted permission for Moses and the Hebrews to leave. Moses, therefore, faced two tasks. First, Moses had to organize the technical side of the trip through an unknown desert. Secondly, he had to deal with the fears and anxieties of the people as they wandered in the desert.

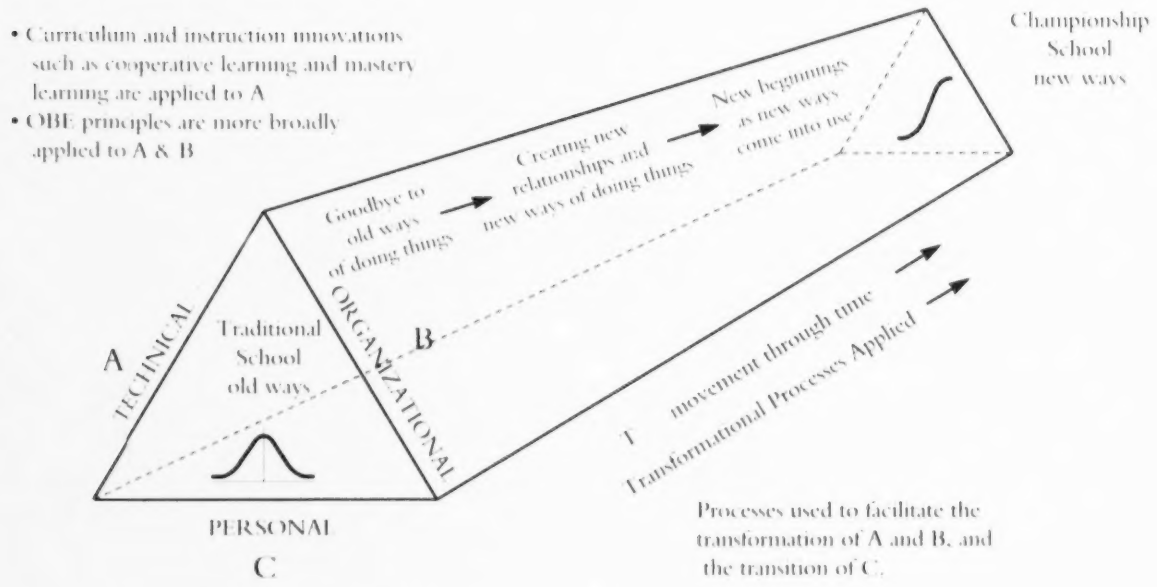
Everyone knows the story. The Hebrew people had to say goodbye to their old lives in Egypt, wander in unknown territory for years, and finally make a new beginning in the Promised Land. While in the desert they no longer had to suffer under taskmasters to make bricks, they did have to invent ways to become a new nation. While wandering in the desert, some people lost faith and wanted to go back to the old ways. Some organized resistance, spread rumors, or followed dissident leaders. Many people had unwanted responsibilities thrust upon them. Some lost the status they had enjoyed in the old life. In one way or another, everybody traded some losses today for gains in the future.

As schools change their policies, practices and procedures, parents, teachers and students are forced to say goodbye to old ways of doing business and spend considerable time inventing new ways of getting the job done. Teachers may have to give up old units of instruction, their insulation from other teachers, the use of the threat of poor grades to manage student behavior and many other old and relatively comfortable routines. Parents have to give up their reliance on the way things used to be. Many students have to give up the leisurely pace and the gentleman's "C." People hold on to the

old ways and give them up only after grieving their loss. Community members will not enter the desert without good reason and without a process that will help them feel safe. Unfortunately, schools often do not budget the time and resources needed to invent new ways. The complexities of the changes are often daunting so this period is often filled with anxiety, anger and frustration. The anger, frustration and resistance are secondary problems that, when serious enough, block the whole change process. So, like Moses, leaders have to address the transition of people as well as the transformation of the old system. Please see figure 4.

Figure 4

Dimensions of the Change Process


• Curriculum and instruction innovations such as cooperative learning and mastery learning are applied to A
• OBE principles are more broadly applied to A & B
Championship School new ways
Goodbye to old ways of doing things
Creating new relationships and new ways of doing things
New beginnings as new ways come into use
A
TECHNICAL
Traditional School old ways
B
ORGANIZATIONAL
PERSONAL
C
T movement through time
Transformational Processes Applied
Processes used to facilitate the transformation of A and B, and the transition of C.
Championship Schools principles are applied to A, B, C and T.

The traditional school is transformed to become the championship school by using the transformational processes. Part of the task is helping people through the transition.

TRANSFORMATIONAL PROCESSES

The replacement of the traditional principles with the Championship principles is part of a fundamental change strategy and requires the introduction of new processes into the system. The system will not easily accept the new principles and the practices they create. It is necessary to introduce and use Transformational Processes if the Championship principles are to avoid rejection by the system.

The replacement of traditional principles with Championship principles in the system is the equivalent of transplanting one vital organ with another in the human body. The normal reaction to the transplant is rejection. The body, which would accept a diseased organ that would eventually be responsible for death, will reject a new organ that could be responsible for life and health. The transplant will only work if the body is inoculated with the kind of anti-rejection drugs required to hold off the natural immune system long enough for the transplanted organ to begin functioning and be accepted by the living system.

The transplanting of new organizing principles is the systems equivalent of an organ replacement. The system will accept the presence of principles, once vital to its survival, that now will lead to its collapse just as the body will do with a diseased organ. The system will also reject the introduction of new and more vital principles that will lead to its health and longevity. This is the nature of complex systems.

What is needed in order for the transplant to be successfully accomplished is use of the system's equivalent of an anti-rejection inoculation. The Transformational Processes represent this inoculation. They are essential for holding off the natural immune system, which is a subsystem in every complex system, long enough for the transplant to succeed.

There are eight Transformational Processes. They address both the organizational and personal dimensions of the system that will be affected by the organizing principles of a Championship School. The processes are:

- Organizational Conditioning
- Clarifying Values
- Strategic Planning
- Measuring
- Communicating
- Coaching
- Team Building
- Community Building

CONDITIONING

Organizational conditioning ultimately raises student performance levels by organizing staff members into support teams and by building individual and organizational optimistic explanatory style. Conditioning starts early in the transformation and continues throughout the process. Teaming empowers people by breaking down psychological isolation; allowing each individual to contribute according to his or her unique interests and special talents; and providing instant access to information, skills and solutions other team members possess. Optimistic explanatory style not only makes coming to work a pleasure but also dramatically increases everyone's productivity. Everyone becomes more robust and healthy, learned helplessness disappears and students master many of the "soft" instructional outcomes so critical to long term success.

Organizations, like living organisms, need to be conditioned to endure the rigors of a fundamental change. The stress placed on an organization embarking on a fundamental change is not unlike that created in a human body being prepared for a maximum physical effort. Conditioning the organization is as important as conditioning the body.

Creating fundamental change in a system as entrenched as the American educational system will require the effective use of leverage. When describing the concept of leverage, creating maximum movement with minimum effort, Archimedes said that with a large enough fulcrum and a long enough lever he could lift the world.

This concept applies to creating fundamental change in an organization. Substantial, significant, sustainable increases in productivity in the educational system will occur only when those designing and leading the change effort understand how to "leverage" movement within the system.

Opportunities for the effective use of leverage will come as a result of creating two conditions in the schools. The first condition is responsiveness and flexibility. Traditional schools are notoriously slow to respond to a rapidly changing environment. The lethargy of the system is a natural consequence of the isolation of individuals, an entrenched set of job descriptions and the lack of strategic planning. This lethargy will only be overcome when the system can be organized into teams of people with the knowledge and authority to act in response to the environment in which they are working.

The current efforts at site-based management are attempts to create responsiveness and flexibility. But many of these efforts are frustrated by asking people to make decisions or deal with issues for which they are unprepared and in which they have little interest. As the system adopts Championship principles and people are empowered, they become more capable. The Championship school holds tightly to the goals but is flexible in Championship principles; tightly coupled on ends and loosely coupled on choosing the means for achieving them.

The second condition to be created is individual and organizational optimism. A long term effort can be maintained only when each individual and the organization possess a style for explaining good and bad events when they occur. The concept of "explanatory style" has been developed by Martin Seligman in his book *Learned Optimism*.

The ability to explain negative events as isolated, temporary and the exception rather than the rule is a necessary organizational condition for enduring the rigors of a fundamental change strategy. Leaders hoping to adopt Championship principles will need to acquire a highly optimistic explanatory style and assist the leadership team to acquiring one also.

CLARIFYING VALUES

Clarifying key values among students, parents, teachers, administrators and community members reduces confusion and conflict down the road and provides a basis for the community to pull together as the schools are restructured to improve student performance. It is especially important to agree upon those values upon which significant educational decisions rest. Some important values are all students can learn given proper time and learning conditions; success in school is critical to success in life; and all students should be challenged and nurtured to become happy, healthy and productive adults. The fact that at one level of analysis school people, parents and business owners all want the same thing must be established early and become an important part of the message to be repeatedly communicated to the public.

Transplanting a new vital organ into the human body shocks the whole system. It is no less difficult to transplant new organizing principles into a system as complex as American education. The survival of both the human body and the educational system following the transplant may depend on the skill and determination of the transplant team.

The members of the transplant team must agree among themselves and with the patient. Similarly, clarity of and agreement on the values upon which the system should be based is necessary to create the will and unified action required to transform the system. The transformation can only occur as a result of a consciously designed change strategy. Willpower and competent action sustain commitment to fundamental change.

Engaging policy makers, leaders of all types, business owners, parents and students in a discussion of important questions early in the process is critically important. Beliefs about learning, children, the purpose and responsibilities of the system and the future must be publicly discussed and adopted. If beliefs are developed through a public consensus process and are consistent with the purpose and principles of a Championship school, then the chance for creating and sustaining the will required to successfully implement a fundamental change strategy is greatly enhanced.

STRATEGIC PLANNING

Strategic planning plays a special role in designing and implementing Championship principles, it sets up a management plan that makes project management possible. Without strategic planning the transformation cannot move forward. It is important in several ways, first the process provides an opportunity for leadership to mobilize key

opinion leaders in the community and involve them in creating an agreement on both the ends and means of creating Championship Schools. The plan itself becomes the starting point and reference for a shared vision among community members. It helps leaders plan and then keep track of progress on the six other design tasks and provides a stable direction when board members and key personnel in the schools change.

Strategic planning is a community-based and on-going process of imagining a preferred future and then developing the strategic and operational actions required to make that future a reality. The leader of strategic planning asks the question: "What future do we want?". When some agreement is reached, a plan is made that works backwards from that future to the present, charting the strategic and operational priorities that must be set and accomplished to produce the preferred future.

One of the shared leadership functions in the Championship school is the alignment of instruction with curriculum and assessment instruments. Less prevalent but equally as important is the alignment of values (a product of clarifying values) with vision, mission, strategies, operations and resources. The consolidation of energy and resources to support practices consistent with the Championship principles is essential if the principles and practices are to "take hold," and be accepted in the system.

Aligning value, vision, mission, strategies and operations with resources is only possible when there is a clear understanding of what the mission, strategies and operations of the system are. Those who must understand are those who both work in and are served by the system. There is little of this understanding in most systems. When this is the case, the alignment necessary to successfully implement the fundamental change strategy is simply not possible.

MEASURING

Measuring creates the precise and realistic data leaders need, first to make key decisions, and then to build support for them in the public arena. Measuring keeps leaders out of hot water by helping them show results early in the change process. Only through measuring can leaders create the benefit statements so important in the communication strategy. Without measuring, leaders are condemned to making decisions on an intuitive basis, decisions that cannot stand the rigors of public debate. Determining student performance and delivering useful data to those who need it in real time is the most obvious use of measuring, but not the only use. Leadership needs to know what instructional innovations make the most difference in student performance, how long it takes to implement them, what implementation strategies work the best with different populations, and which innovations cost the least. Measuring is then a critical aspect of the planning and implementation process.

In every system there are certain things worth measuring and monitoring. The system measures things about which it cares the most. In the Championship school, important learning is measured for the purpose of providing meaningful information to teachers, stu-

dents and parents so that they can make the best possible decisions about instruction and learning.

In the Championship school, data is collected and delivered on a "real time" basis so that teachers and students know whether the processes are being used by teachers. Real time data also informs all of the participants whether the process and learning is improving from day to day, week to week, month to month. This collection and use of real time data creates the basis for continuous improvement of the instructional process.

The data collected are disaggregated using the variables typically associated with achievement in school. Gender, ethnicity and socio-economic status are those that are most useful in this disaggregation. The purpose is to determine if all sub-groups within the student population e.g. boys, girls, ethnic or racial minorities, children of poverty, are being effectively educated. In the Championship school, all members of the student population achieve at high levels without significant differences in achievement existing among or between the sub-groups in the population.

The assessment of learning is accomplished through the use of authentic, valid and reliable instruments or activities so that the process itself contributes to learning. Since the assessment is primarily to inform teachers and students about student progress, it is designed to catch students performing at their best and will provide students with more than a single opportunity to succeed. In the Championship school, assessment is a process rather than an event that occurs during one or two weeks during the year.

COMMUNICATING

Educational leaders throughout the United States and Canada who have not developed an effective communication strategy have felt the sting of public criticism once they introduced the change process. Leaders who have an effective strategy find broad based support for school improvement. Without an effective communication strategy, the public debate often becomes so bitter it polarizes the community and makes further change impossible. Even when improvements in student performance come early in the process, the public will still reject the attempted changes unless they clearly see the benefits for themselves and their children. Communicating is the process of helping staff and community members clearly see the specific benefits the change will bring them.

In the Championship school, communication is defined as the sharing of vision and meaning through productive relationships. The purpose of communication is to build support for the learners and those who are working with them. Effective communication is also essential to the transition process that teachers, students, parents, support personnel and administrators experience as they go through the transformation from traditional to Championship school.

This purpose is accomplished through creating and maintaining relationships with those in the community who are most likely to influence the opinion of others. These relationships are developed at the local or school level. The Championship school

develops an effective communication and community relationship team. This team assumes the responsibility to identify the key opinion leaders in the community and to be certain that they know and understand what is going on in the school. Specifically, they must know the benefits the children and community will enjoy as a result of what the school is doing.

There are several ways that key opinion leaders can be kept informed about school events. The relationship team can conduct periodic strategic briefings for groups of opinion leaders, meet with opinion leaders individually, or conduct informational mailings specifically for opinion leaders. Most importantly, they create the understanding of what is going on in the school, who the opinion leader can contact if he has questions, and they provide access to accurate, timely information when the opinion leader wants or needs it.

Making the transformation from a traditional to a Championship school will require an effective communication (defined as relationship building) effort on the part of the school. The story of the benefits that will accrue to the student and the community must be told "from the inside out." That is, the school must assume this responsibility and not expect that it will be handled by the communication department of the school district or the local newspaper.

The transformation of the system from one that sorts and selects to one of high performance — from traditional to Championship — is an enormous undertaking. It will create fear and anxiety in many who work in the system as well as the community at large. The degree to which the transformation is successfully accomplished may ultimately be a measure of how effectively each school fulfills its responsibility to build positive relationships and its ability to explain the changes taking place in the school to the community.

COACHING

Coaching is critical to team building and team playing at all levels and solves a number of otherwise intractable problems. By replacing supervision in the traditional sense it removes one of the key reasons for teacher alienation and resistance to change. That generates a number of benefits. Coaching helps teachers become true professionals engaged in creating a dynamic and productive learning environment. It increases their ownership in and responsibility for higher levels of student performance. It empowers them as individuals and team members by helping them focus upon key goals, align resources to reach those goals, select appropriate instructional strategies and sharpen their skills. When done well, coaching contributes to continuous improvement and builds motivation and optimism across the whole organization.

There are seldom champions without effective coaches. Regardless of the endeavor, from athletics to chess to forensics to playing bridge or a musical instrument, individuals who develop into champions nearly always are the product of effective coaching.

In the Championship school and school system, the role of coach is extended to everyone involved. The traditional role of supervisor, be it adults supervising children or adults supervising other adults, is expanded to include that of coach.

Traditional organizations historically rely on systems of command and control as the approach to supervision. The Championship system, committed to everyone successfully meeting rigorous standards, recognizes the need for coaching everyone who needs it so that the standards will be met by all and exceeded by most.

Good coaches do certain things to ensure that those with whom they work consistently perform at optimum levels. Successful coaches:

- teach the skills essential to success to their charges so that all master the skills before they are asked to use them in "real" situations.
- are able to make the complex simple.
- match assignments and responsibilities to the talents or strengths of their charges.
- consistently build on strengths as they also work to overcome weaknesses.
- are careful to turn less than optimum performance into a learning experience rather than a failure experience.
- do not give their charges too much to work on at the same time.
- always have a game plan.
- learn to anticipate and teach their charges to anticipate what is going to happen next and how to respond before it happens.
- are not interested in averaging new performance with old performance but in the continual improvement of all performance.
- periodically call a time out to adjust to changing conditions or provide the support that individuals need in order to enhance performance and assure success.
- model the kind of commitment and performance they expect of their charges.
- understand the importance of perspiration as they are motivated by inspiration.

In Championship schools principals, teachers, support staff, parents and students all understand and assume the role of coach for those who need it. They are dedicated to the development of talent rather than the mere identification of it. They schedule time to meet in coaching conferences with those they are coaching for peak performance. They are inspired by the vision of a school in which all are well prepared for productive lives and are willing to "pay the price" necessary to assure that their vision becomes a reality.

TEAM BUILDING

Great individuals don't win championships, great teams do. That is a statement attributed to a successful coach. Though it sounds cliché, it is true in nearly every human endeavor, especially in the development of the Championship school. As with successful coaches, there is fairly clear criteria for what makes a successful team. Successful teams:

- are clear on their mission and purpose.
- capitalize on the strengths of each team member.
- are willing to subordinate personal interests in favor of team interests and success.
- are able to communicate effectively with one another.
- generally like one another and create ways to build relationships so that when they disagree, which they often do, they can do so agreeably.
- can count on one another because team members are dependable.
- are smarter, quicker, stronger, more creative, more persistent and more resilient as a group than they are as individuals.
- are more concerned with the success of the group than about who gets credit.
- will do whatever is necessary to be successful.

The task of transforming and then maintaining a Championship school or school system can be overwhelming. As was referenced earlier, it is like swallowing an elephant. It can't be done all at once. There is no one best place to start. It is a job that must be done, however, and it is a job that is made much more feasible if there is a successful team involved working together to swallow the beast.

The challenges of organizing around new principles and having those principles drive new practices, of developing and using new processes, of personalizing the system for all of the children and adults involved in it, may be too much for individuals, working alone, to handle. The magnitude and scope of the work, the new skills that must be acquired and refined, the new concepts that must be learned, the new technologies that must be mastered can only be successfully approached through the collective efforts of high performance teams.

In Championship schools, teachers, administrators and support personnel work together in cross-functional teams. That is, across grade levels (if students continue to be grouped by grade levels), across interests and areas of preparation, across job descriptions to assure that the efforts and expertise of adults are organized around the needs of children. Additionally, as is the case with all successful teams, it is important to capitalize on the strengths of each team member.

Working in schools, either as an adult or as a child, has traditionally been a lonely and sometimes isolated experience. In the Championship school, the loneliness and isolation are overcome and the strengths and expertise are enhanced through the development and support of high performance teams. In the Championship school, everyone is part of learning, instructional and/or support teams to achieve the mission of all children being well prepared for happy, healthy and productive lives.

COMMUNITY BUILDING

Schools must have the support and good will of parents and community members in the best of times. The need for support is even greater in times of criticism and change. Community building creates consensus, resolves conflict and expands shared vision. Schools carry the burden of parental hopes and fears for the success of their children as well as the community hopes and fears for a better society, so the relationships between schools and community are often emotional and value laden. Community building brings forth the best of everyone and creates a shared vision.

From a school's perspective, a supportive community is an organized constituency that share a common vision and work together to realize that vision. Community members then:

- work together to create a positive picture of the future and act to realize it.
- find and resolve issues before they become divisive and unmanageable.
- create relationships among members that respect and honor individual differences.
- have communication processes and relationships that build optimism and trust.

Community building is the name applied to all the efforts schools make to create and maintain community support. It is obvious that each of the other transformational processes plays a role in community building. The unique part of community building is the use of structured communication processes. The example at the end of the paper unfolds the process in practical detail.

DESIGNING AND THE SEVEN DESIGN TASKS

A major challenge facing all who provide leadership in systems or organizations going through some kind of fundamental change is that of design. The educational system inherited by today's teachers and administrators was designed by people of another age. They designed a system for a world that has radically changed. The system they designed served well the purposes of sorting and selecting those students who were easiest to teach and most compliant for post secondary education and for employers.

With a new purpose, a new system must be designed. The architects who will design the new system must be aware of the mental models they have of and about schooling and be willing to examine theirs and others in the design process. They must be able to see the whole system and its individual parts simultaneously. They must be systems thinkers who analyze the unanticipated consequences of the design and implementation decisions they make and what problems those decisions will create and how they will be addressed when they appear.

School board members, superintendents, principals and teachers all must approach the introduction and successful implementation of practices that are an extension of Championship Principles as a design challenge. Included in this challenge is the identification of tasks that must be organized, functions that must be developed and the relationships that must be created among tasks, functions and the people who are responsible to see that they are carried out. It is the identification and development of these relationships to serve the purpose of educating all children well that is the responsibility of the architects of the Championship school.

To successfully redesign the traditional school to meet the "specifications" of the Championship School there are seven big design tasks that must be undertaken. The seven design tasks are:

TASK 1. PROVIDE THE ASSISTANCE PEOPLE NEED TO MOVE THROUGH THE TRANSITION AND ON TO EMPOWERMENT.

As the policies, practices and procedures of the system change, people take on a new vision, build new relationships and act in more productive ways. The transition isn't always easy. It stresses everyone. This leads to grieving, anxiety, anger and frustration before the new system is fully in place.

There are three phases in the transition. First, people have to leave the comfort of the old ways behind them. The purposes, routines and relationships are familiar and predictable so people resist leaving them behind. Often there is a period of grieving after the old ways are abandoned.

The second phase of the transition involves entry into a period of indeterminate duration and heightened activity as teachers invent, test and perfect new curricula, instructional practices, assessment procedures and uses of time. At the same time, they have to work in new relationships with other teachers, students and parents. During this phase, leaders

learn to abandon the old supervisory practices, coach people in teams and build new relationships with parents. Board members learn to share power and take some risks. This period in the desert (remember Moses?) is marked by personal growth, toughening, increased creativity and breakthroughs of many kinds. It is also marked by anxiety, frustration and rebellion.

In the third phase, people settle down with the new ways. Much of the stress of inventing, testing, and perfecting new ways and developing new relationships will be behind them. They will share an energetic vision of success, know their role in it, and feel like competent professionals. Many of them will be far more successful, consequently their students will also be more successful. Other staff members will feel successful and know that their success flows from their own caring, energy and creativity. They will feel an ownership and responsibility for the success of everyone on their team and in their care.

Leaders know the task is nearing completion when they observe the following elements.

- The grieving process is complete. The tone of the conversations change from talking about the good old days to the excitement of the challenge in the future.
- New curriculum is in place, more diverse instructional strategies are being used, and a richer blend of assessments is yielding useful data in real time.
- The sense of ownership by people throughout the school has increased. People come to work because they like it and look forward to it.
- Vision driven teams are in place. Everyone shares the vision because they know it can be realized, and they know their role in realizing it.
- People throughout the organization have had enough input through the consensus process to know that their ideas have been considered and may be part of the new, well-aligned organizational practices.
- People throughout the organization - parents, teachers, students and staff - have increased will to work, capacity to be effective and ownership in the total operation of the schools.

TOOLS AND STRATEGIES

- Community building is used to give all stakeholders opportunities to contribute to important design decisions and to provide a context within which their words are honored and in which they are not intimidated and dominated by others.
- Coaching is used to assist individuals and teams to envision the new ways of doing things and find specific ways of realizing that vision.
- Team Building is used to provide support through the transition. Team members work to their strengths, learn from one another and respond to student needs more effectively.

TASK 2. BUILD PUBLIC SUPPORT THROUGH RELATIONSHIPS WITH KEY OPINION LEADERS AND AN EFFECTIVE COMMUNICATION STRATEGY.

Leaders of school systems are often unaccustomed to selling ideas. Yet if schools are to be restructured leaders must create an on-going communication system that helps community and staff members:

- understand in some detail and accept the urgency of the need for change.
- envision the goal of the change process in detail by creating a multisensory picture of what the schools will be like at the end of the process.
- become invested in the benefits of the change, for themselves, for children and for society.
- understand the challenges of the transformation and be willing to participate in them.
- build some level of trust among themselves and with leadership.

The strategy is twofold. First, leadership must identify and build relationships with key opinion leaders in the community. These are the communicators in many sectors of the community who influence the opinions of people in their groups. The leaders will hold periodic strategic briefings with these people so they can control rumors and promote the process. Second, leadership must create a simple and credible message about the benefits of the change process and repeat the message over fairly long periods of time through various communication channels.

Leaders know the task is nearing completion when they observe the following elements:

- key opinion leaders will have been identified and the schools will have created a positive, long-term relationship with them.
- key opinion leaders will understand the urgency of the changes being made, generally understand the strategic direction of the district and most importantly, the benefits to be derived from the changes.
- key opinion leaders will provide direct assistance in mobilizing support at critical times.
- the school or system will have a simple, clear and credible message about the benefits of the change that will be systematically repeated.
- the school or system will have access to multiple channels of delivery through which the message is repeated.
- key communicator networks will be established and operational.
- periodic strategic briefings for key opinion leaders will be held.

TOOLS AND STRATEGIES

- Community building in the form of community forums is used to build consensus about ends and means.
- Team building is used to create high impact communication teams in which everyone in the system is a communicator.
- Communicating is used to build relationships with key opinion leaders, create a clear and credible message about the benefits of the change and to create periodic strategic briefings for key opinion leaders.

TASK 3. REDEFINE STANDARDS, RAISE LEARNING AND ACHIEVEMENT EXPECTATIONS FOR ALL STUDENTS, AND CREATE A NEW ASSESSMENT SYSTEM.

Standards are redefined by articulating the desired outcomes of instruction. Standards can be about content, as most academic standards are today, or about performance, as most business leaders would prefer.

Learning and achievement expectations are relatively low in North America. We set relatively high standards but expect a normal distribution of success in achieving them.

An assessment system must be comprehensive, diagnostic, aligned with instructional goals, valid, reliable and yields useful instructional data in real time.

Leaders know the task is nearing completion when they observe the following elements:

- significant performance and content outcomes will have been identified and agreed upon by a public consensus process.
- both exit criteria and performance standards will have been clearly articulated and aligned with curriculum and instruction.
- both transitional criteria and performance standards will have been clearly articulated and aligned with curriculum and instruction.
- a richly diverse system of assessments that will provide instructional data for teachers and students in real time will be in place.
- high expectations for all students will be reflected in the development of curriculum, instructional practices, grading and reporting practices, advancement and credentialing procedures.

TOOLS AND STRATEGIES

- Measuring is used as the primary tool in establishing new standards and assessments. Test data must be disaggregated to provide useful data about how the system is serving various populations. It is critical that the assessments used align with curriculum and instructional practices, specifically that they reflect an organization of

learning outcomes that highlight the enabling outcomes that contribute to the acquisition of a higher order skill or understanding.

- clarifying values is used to establish the agreement to use new standards and expectations.
- the assessment system must link with the high performance management task by delivering the right kind of information to the right people in the proper time frame.
- community building is used to assist staff with both the technical tasks of aligning instruction and assessment and with the transitional task in the change.

TASK 4. PROVIDE ALIGNED INSTRUCTION THAT WILL BRING ALL STUDENTS UP TO MEET THE STANDARDS.

As new standards and expectations are set, the instructional program has to be updated. The goal is to create an instructional program that:

- challenges all students to do their best and continually strive for excellence.
- nurtures students and creates continuity in their experience by keeping them with a teaching team for multiple years.
- uses instructional teams to create rich and varied experiences for teachers and students.
- achieves the level of excellence attained by tutorial instruction without the costs of one-on-one by allowing learners the time they need to master the essential content and skills and yet does not label and track students.
- uses well validated instructional innovations such as cooperative learning in a richly diverse pattern of instruction
- strives for continuous improvement in student performance.
- involves parents in the motivation and progress of their children.

Leaders know the task is nearing completion when they observe the following elements:

- a preschool program is in place for all children.
- the curriculum will be well organized with clear outcomes at each level, with a well-defined structure of enabling outcomes that allows for diagnostic assessments to be made regularly.
- because students are brought up to minimum competencies before each transition, teacher frustration and student discouragement are at low levels while energy, empowerment and optimism are high.
- a very high percentage of students will be performing at or above the redefined standards.

- groups of students stay with teacher teams for two or more years.
- higher numbers of students are successful, feel good about their performance, have higher self-esteem and demonstrate optimistic cognitive processes.
- assessments align with, and provide useful real time information for instruction.
- flexible, vision-driven instructional teams have taken the place of individual teachers in self contained classrooms.
- students are not tracked, but are flexibly regrouped to make best use of time and provide expanded learning opportunities.

TOOLS AND STRATEGIES

- Clarifying values is used to establish a basis for communication and defining the goals to be achieved.
- Community building is used to optimize the creative efforts of the people designing the new instructional program, to honor the input of teachers, to build consensus, to build shared vision and manage the transition.
- Team building is used to create instructional teams that can flexibly group students to optimize learning.
- Coaching is used to develop the instructional teams.

TASK 5. CREATE AND INSTALL A HIGH PERFORMANCE MANAGEMENT SYSTEM.

Quality process is the heart of a high performance system. The vision of a functioning high performance management system is when teachers, students and support staff know that they have developed and are using a quality instructional process. A quality process is one in which people "get it right" the first time. Teachers do not move a student on to a new learning task that requires mastery of prerequisite knowledge without knowing that the prerequisite has been met.

Instead of getting it right the first time, the American school system has relied on remediation of students who have failed to learn the essential prerequisites for success in the present and the future. When a quality process is being used value is added, learning is occurring with every student every day. When using a quality process, teachers continually confer with one another and involve students in assessing whether the instructional processes being used are as effective as they should be.

The diagnostic assessment of student learning (rather than ranking) on a regular basis tells teachers whether or not learning is occurring for everyone. Frequent formative assessment designed and implemented in such a way that teachers get real-time data on student progress allows teachers to make informed decisions about the process they are using. Neither teachers nor students are served well by assessment systems or programs that do not provide data on student performance soon after instruction has occurred.

High performance management systems are those that attend to and produce continuous improvement. Teachers, students and administrators know they need to improve the performance of the day before. Quality is seldom achieved by occasional large improvements but is a product of consistent improvement from day to day, week to week and month to month. Teachers know they are continually improving their process and that students are continually improving in their learning and performance when they are receiving consistent real-time data on student performance.

High performance management systems use cross functional teams made up of people interested in the same quality result but have different responsibilities for producing it. Because of the variety of talent and the store of wisdom in a team, it can accomplish tasks that individuals cannot, so teaming in itself is important. The cross functional aspect of the team adds a richness of perspective and ability to respond to student needs. Team members can work to their strengths and flexibly group students to make their experience more tutorial-like.

Teachers bring quality to the instructional process when they have diagnostic performance data and conduct an ongoing discussion of how they are doing and how they can improve. Teachers align instruction and improve cognitive readiness of the students they pass on when they see teachers at the next level as customers with specific requirements for the "product" and at the same time see the teachers from whom they are receiving their students as their supplier.

Leaders know the task is nearing completion when they observe the following elements:

- the quality process is in place.
- teachers and administrators receive data they need to verify quality process.
- continuous improvement process is in place.
- cross functional teams are operating.
- efforts are customer focused.

TOOLS AND STRATEGIES

- Team Building is used to build relationships by providing common experiences, build shared vision, and provide a process for decision-making and conflict resolution as a part of the team building process.
- Coaching is used to help team members know exactly what is expected of them, develop a well defined criteria for success, model quality performance, and get immediate feedback on the quality of their initial performance.
- Measuring is used to create or select assessment systems (1) flexible enough to test student performance when the student is ready, (2) diagnostic enough to tell teachers what the student needs to learn to be proficient and (3) scored quickly enough to provide instructional data in real time.

- Strategic Planning is used to clarify the criteria for quality process across the entire system. It also defines the norms for a culture of quality and for high systems performance.
- Conditioning is used to develop an optimistic explanatory style in the daily interactions between teachers and students. As teachers coach students on their performance they help students practice the cognitive processes necessary to consolidate and capitalize on their successes and keep their poor performances in perspective.

TASK 6. INTEGRATE HUMAN SERVICES DELIVERY SYSTEMS FOR ALL CHILDREN.

Leaders know the task is nearing completion when they observe the following elements.

- human services are aligned and integrated through an inter-agency strategic plan.
- services are family focused and available in the schools.
- service providers are exchanging data and working as members of cross functional teams.
- the quality process applies to all services.

TOOLS AND STRATEGIES

- Conditioning is used to create the initial conditions necessary for consensus among various human services organizations.
- Strategic planning is used to identify priorities and build inter-agency action plans.
- Team building is used to create cross functional service delivery teams.

TASK 7. INTEGRATE THE SOLUTION PROCESS FOR ALL TASKS THROUGH AN ON-GOING STRATEGIC PLANNING PROCESS.

Strategic planning is not only one of the transformational processes but is also the capstone among the design tasks.

Leaders know the task is nearing completion when they observe the following elements:

- a well organized, broadly representative strategic planning process is in place and is aligning and integrating all of the design tasks.
- there exists throughout the community a high level of consensus on the strategic direction of the system.
- community members are aware of the benefits of moving in the strategic direction.
- the school board formally recognizes and has adopted the strategic plan.
- an action plan with periodic assessments and provisions for course corrections is in place.

TOOLS AND STRATEGIES

- Conditioning is used to set the stage for planning processes.
- Communicating is used to get to the bottom of the planning process.
- Strategic planning is used to define problems, articulate priorities, educate and build action plans. Systemic change involves an interlocking matrix of purposes, principles, policies, practices and procedures.

PART 2

TRANSITION MANAGEMENT THROUGH COMMUNITY BUILDING

This overview of the application of transformational processes to each of the design tasks may be helpful. To take the process one step further the following section demonstrates the application of one process, community building, to the task of transition management. This particular application has been chosen because transition management is a critically important task and is neglected by many consultants and educational theorists.

The structured communication process is especially flexible and powerful in dealing with the anxieties of people in transition and is a primary tool used in completing several of the design tasks. The involvement of staff and community members increase the ownership in the final configuration of the district.

This part includes three sections:

- notes about transition management and a description of the general purposes, assumptions and practices of community building.
- a five-page overview of how one session might be designed.
- mini lectures to be used to introduce each activity.

SECTION 1: A CHECK SHEET FOR TRANSITION MANAGERS

While parents and students are very important, teachers are the central figures in the transition process. They are the ones who have to change their daily routines and they are the ones who can make the restructuring effort succeed or fail.

Teachers work in a highly complex and dynamic environment. Their first few years as a teacher are filled with a struggle to balance the many demands of the classroom. They not only have to build their instructional units and content, but they have to develop and become comfortable with their own unique instructional style. They have to learn how to assess student progress; motivate, challenge and nurture each student as an individual; manage discipline problems without going to war with all of the students; and master hundreds of classroom processes and routines. Eventually the teacher creates a style, a way of maintaining a dynamic equilibrium, balancing all of the elements at the same time. At the same time every teacher knows that their style is not perfect, it is made up of many compromises and trade offs. But they take heart in the fact that they are getting the job done for most kids and holding off the many "disasters" that can happen in the classroom. It is no wonder that teachers have a deep investment in their style once it has solidified.

Saying goodbye to the old ways, inventing new ways and making new beginnings are always emotional events. Because of their investment in the old ways and the difficulty of articulating new ways, the change can be especially emotional for teachers. Because every teacher knows their style is not perfect they tend to be very sensitive to direct criticism or the indirect criticism that comes with demands for change. Because any change in routine disrupts the hard won equilibrium most teachers "over react" when asked to change any aspect of their style. Use the following check sheet as you assist with the transition.

Use the structured communication process to make sure everyone is heard and their feelings are processed as they say goodbye to the old policies, practices and procedures. To do this, you:

- create an explicit picture of what practices must end and create a symbolic time and event to mark their ending
- use the structured communication process to examine the losses each person will take and build group support for their grieving
- provide support teams and coaching as people say goodbye to the old ways
- coach all teachers so they know what practices they can abandon
- help everyone build a vision of the new school and understand the gains they will make because of it, e.g., reduced diversity in student readiness, reduced student anger and frustration, increased opportunities to learn from one another, the ability to work from one's strengths in teams, and increased autonomy and empowerment.

Create an environment that supports the invention, testing and adoption of new ways while people are in "the desert." Further, you must:

- organize teams and do team building.
- change the daily and weekly schedule to provide team planning time.
- make sure that everyone understands the goals and benefits of the changes.
- make sure that everyone knows what is negotiable and what is not.
- provide a communication process that keeps the benefits of the new ways in people's minds.
- celebrate the breakthroughs no matter how small.
- provide easily accessible training at many levels.

NOTES ON A STRUCTURED COMMUNICATION PROCESS

Structured communication processes are used for a number of purposes when restructuring a school system. Resolving existing conflict; solving problems with the widest possible involvement; healing old wounds and softening the hardened positions of opposing factions; bringing the community to a real consensus on a series of issues; managing the transition; and ultimately building shared vision among community and staff members are just a few of the uses leaders find for the process. The processes are used in the completion of every one of the major design tasks.

THE PREMISES UNDERLYING THE PROCESS

Early in the application of this structured communication process, parents and educators come to understand that they share a common purpose based in common values to help all children grow up and be happy, healthy and productive adults. It is then a relatively simple step to come to agreement on the instructional outcomes they want the system to emphasize. Agreeing upon the means for creating a system that best promotes those outcomes for all children is, however, filled with fears, posturing and conflict. Agreement upon the values and outcomes provides hope and motivation to stay with the process until agreement on means can be achieved.

Exclusion from the decision process while in transition reinforces helplessness and leads to alienation and passionate negativism. Inclusion in the decision process reinforces optimism and leads to empowerment and peak performance. The process gives us a chance to transcend the blaming that often mires us in heated and counter-productive arguing. Most people can be productive if they are included in the structured process.

PURPOSES AND USES OF THE PROCESS

Teachers, administrators and parents recognize that some aspects of the change process will infringe upon their interests so they resist them. The resistance is often

mobilized early in the process. As the change process develops momentum, resistance changes in character and other communication needs emerge. The process is very flexible and can be applied for a number of purposes. Some of the more important uses follow:

- Building consensus about future plans and courses of action with the widest possible participation

More than anything else, empowerment flows from people throughout the organization having a sense of ownership of their work and evidence that they are being effective. This means everyone must be involved in the decision process as it influences the selection of outcomes and the development of strategies. The empowered community attends and listens to everyone.

- Containing the influence of passionately negative people

Even passionately negative people need to be included in the decision process, so leaders must shift them into a productive mood, and get them to participate in a constructive way. The process gives the leader a tool for hearing them and causing them to hear others without excluding them from the process.

- Resolving existing and sometimes deeply entrenched conflict and healing old wounds

Change is always initiated in the middle of things. Like an underground coal fire, old conflicts simmer in the background of every large organization. People dance around to avoid the hot spots and in doing so never get the change process moving. The community building process gives the leader tools for bringing the conflict to light and resolving it in a rational adult way.

AS PURPOSES, POLICIES AND PRACTICES CHANGE, PEOPLE MOVE INTO A PERIOD OF TRANSITION

Parents of children in the system, students and teachers have an investment in the old familiar ways of doing things. Continuity of practice makes the world predictable and people feel secure when they know how to get the job done. As policies, standards, expectations, and practices change, people have to leave behind familiar ways of doing business and invent new and unfamiliar ways. This generates a continuing stress on community members. Effective leaders then must provide a process for managing the feelings and behaviors of the transition. The structured communication process provides a powerful tool to manage the transition.

STEPS IN THE PROCESS

The community building process can be configured in a number of ways as determined by the topic of the meeting, the time available to process the topic, and the goal of the process. There are seven to twelve steps in the process. The steps listed here are only one configuration of the process.

STEP 1: DEFINE THE TOPIC AND INVITE THE APPROPRIATE PARTICIPANTS.

The topic of a particular meeting might be an issue currently creating conflict, or be preparing people for change. It might be part of the strategic planning process, or be part of fostering shared vision. Sessions should be scheduled for three or more hours. Three hours is a short session. When people are being introduced to the process at least one full day should be scheduled. When used in a community forum, three to four hours should be scheduled. Participants should be told in advance that they will be asked to stay for the full session.

Ideally, everyone directly affected by the problem or the decision should be invited to participate.

STEP 2: WARM EVERYONE UP AND ENGAGE THEM IN COMMUNICATION EARLY.

The purposes of the warm up are: to acknowledge that feelings and logic are both part of the process, and to give each person a chance to be heard for the first time in the session.

To initiate the warm up, ask each person to introduce himself, to explain how he *feels* about being at the session, and tell what he *hopes can be achieved* by the session.

STEP 3: ASSIGN PEOPLE TO WORKING GROUPS AND ESTABLISH WORKING PROCEDURES.

The large group has to be broken into groups of five to seven participants. At the beginning of the process people are given the procedures in the form of five rules:

1. One and only one person speaks at a time.
2. When a person is speaking, other people must attend and listen.
3. No one speaks a second time until everyone has had a chance to speak.
4. People speak when they are recognized by the Facilitator of the Working Group.
5. The speaker's exact words are written down on a flip-chart by the Recorder.

STEP 4: LIST AND DEFINE THE ISSUES SURROUNDING THE TOPIC.

People see the topic from their perspective and in light of their interests. The Group Leader gives group members two to four minutes to write what they believe to be the salient issues on a 3 x 5 card. The Facilitator then calls upon each participant to tell the group what he believes the issues to be while the Recorder writes the essentials on a flip chart. The small groups combine the statements of issues into a logical and coherent statement. They may then report back to the group-as-a-whole.

STEP 5: LIST AND EXPLORE THE WORST FEARS.

The Group Leader explains the next task: If this/these issues go unresolved, what might happen? Specifically, what is the worst future that might result? After being given two to four minutes to think about it, each group participant is recognized in turn by the facilitator, the Recorder records the words, an analysis and summary of all the statements is made and reported back to the group-as-a-whole.

STEP 6: BUILD STRATEGIES TO GUARD AGAINST REALIZING THE WORST FEARS.

The Group Leader explains the next task: What things can we do, what strategies can we use to avoid realizing the worst future? After being given two to four minutes to think about it, each group participant is recognized in turn by the facilitator, the Recorder records the words, an analysis and summary of all the statements is made and reported back to the group-as-a-whole.

STEP 7: LIST AND EXPLORE PARTICIPANTS' HIGHEST HOPES

The Group Leader explains the next task: If this/these issues are resolved, what might happen? Specifically, what is the best future that might result? After being given time to think about it, each group participant is recognized in turn by the facilitator, the Recorder records the words, an analysis and summary of all the statements is made and reported back to the group-as-a-whole.

STEP 8: BUILD A LIST OF STRATEGIES THAT WILL PROMOTE REALIZATION OF THE HIGHEST HOPES.

The Group Leader explains the next task: What things can we do, what strategies can we use to realize the best future? After being given two to four minutes to think about it, each group participant is recognized in turn by the facilitator, the Recorder records the words, an analysis and summary of all the statements is made and reported back to the group-as-a-whole.

STEP 9: BUILD SHARED VISION. (OPTIONAL)

If the purpose of the session is to build shared vision, the group must explore the skills available among group members, list the highest hopes of the group, formulate a shared vision statement for the group, and align each person's personal vision with the shared vision of the group.

STEP 10: BUILD AN ACTION PLAN BASED UPON THOSE STRATEGIES.

Building an action plan is the responsibility of the professional staff in most districts, but it is important to let participants know how the recommendations will be translated into

action. Check the proposed strategies against the mission statement and complete a cost estimate, both in terms of dollars and staff hours or days. Look at when you might expect results from application of the strategies selected.

STEP 11: DECIDE WHAT WOULD BE ACCEPTABLE AS EVIDENCE THAT THE PLAN IS WORKING.

How will you know it is working? When can the group expect a report on progress? What further work will have to be done to complete this phase of the project? These are all questions that should be answered before the task is complete.

MATERIALS YOU WILL NEED: These exercises need a minimum of materials. Each subgroup will need a chartpack tablet or some butcher paper and marking pens. Each participant should be given a few three by five cards upon which they will write their ideas before speaking.

ROOM ARRANGEMENT: Choose a room without tables. You will use two room arrangements. Create a large circle of chairs for warmup exercises and discussions by the whole group. Participants will be able to pull their chairs into their subgroup arrangements as needed.

DIRECTIONS TO ASSISTANTS: You will use two kinds of assistants, a facilitator and a recorder. Using the rules, the facilitator will recognize people to speak in turn. Tell the facilitator to vary the starting point for the various exercises so that a different person starts the process each time.

The recorder should write the exact words of the speaker as he/she speaks. They do not need to write the prefactory words people often speak before they make their point. The recorder needs to pass the marking pen to someone else and sit down when they make their statement.

SECTION 2: DESIGN FOR A COMMUNITY BUILDING SESSION

This particular example is designed to provide the leader an overview of the process and includes many important aspects of the community building process. If your district has a strategic plan the introduction and the first session will be somewhat different from the one described. The participants should review the plan in the first exercise and then move on to describing worst fears and highest hopes.

WHAT THE LEADER IS DOING	WHAT THE PARTICIPANTS ARE DOING
Before starting the leader selects small group facilitators and recorders and gives them instructions.	Participants are assembling.
Once ready to start, the leader invites people to sit in a large circle.	Participants find a chair in the large circle.
MINI LECTURE ONE: THE STRUCTURED PROCESS AND WARMUP	
I. Purposes of the structured process A. Everyone gets their voice in the room B. Nobody dominates the discussion C. We hear everyone several times D. We stay focused on important problems	During the Mini Lecture the participants sit and listen. These sessions should be limited to ten minutes or so.
II. Purposes of the warm up exercise A. Opportunity to get voice in room B. Establish purpose of meeting C. See others as serious participants D. Think about what we need to accomplish E. Get both sides of the brain working	
III. Assignment A. Introduce self while in the circle B. Say what you would like to accomplish C. Say how you feel about participating	
	IN LARGE CIRCLE While in the circle each person introduces himself/herself and answers the questions.

WHAT THE LEADER IS DOING	WHAT THE PARTICIPANTS ARE DOING
MINI LECTURE TWO: BIG CHANGES WILL EFFECT US ALL I. We must really hear each other to find a solution that satisfies a majority II. We hear each other by following some simple procedural rules A. Groups of six are established. B. Each group has a facilitator and recorder. C. One person speaks at a time. D. People speak in order and no one speaks a second time until everyone has spoken. E. When a person is speaking, others attend and listen. F. The facilitator sees that people speak in order. E. The recorder writes the words of the speaker. III. Directions A. Groups of six with chartpack are established. B. Please take a minute or two to write what you believe will be the most significant changes our school or school district will have to face to improve student performance. C. The facilitator will recognize you in order.	During the Mini Lecture participants sit and listen
DEBRIEFING I. Note that everyone has had two chances to be heard already in the process II. Directions for debriefing A. Collected statements include the exact words of speakers. B. The recorder of each group will read the list of concerns.	**GROUP PROCESSING** Each subgroup processes the question. **SUBGROUPS DEBRIEF WITH GROUP AS A WHOLE**

WHAT THE LEADER IS DOING	WHAT THE PARTICIPANTS ARE DOING
FINDING MOST IMPORTANT CHANGES I. Directions for most compelling changes A. Collected statements include the exact words of speakers. B. In subgroups rank the top three changes.	**SUBGROUPS RANK TOP THREE MOST COMPELLING CHANGES**
MINI LECTURE THREE: IDENTIFYING WORST FEARS I. The three most compelling changes are: (List them) II. People act from emotion conditioned by their points of view A. Sometimes they work from their worst fears. 1. anxiety, fear, frustration and anger are common fears. 2. working from worst fears creates distrust, fractures the group and hardens positions. B. Sometimes people work from their optimism and highest hopes. III. Please take two minutes and write your two worst fears about these changes on the card provided and share them in your subgroup	Participants listen to Mini Lecture **SUBGROUPS PROCESS THE QUESTION**

WHAT THE LEADER IS DOING	WHAT THE PARTICIPANTS ARE DOING
DEBRIEFING Leader organizes the debriefing session as before	**SUBGROUPS DEBRIEF WITH GROUP AS A WHOLE**
MINI LECTURE FOUR: ACTING OF HIGHEST HOPES I. Worst fears must be acknowledged and processed, but when people act on them they are often realized. II. There is a deep well of energy and persistence in tl e optimism of highest hopes of people. III. Please take two minutes and write your highest hopes for change in our district and process this in your subgroups.	**PARTICIPANTS LISTEN TO MINI LECTURE** **SUBGROUPS PROCESS THE QUESTION**
DEBRIEFING Leader organizes the debriefing session as before	**SUBGROUPS DEBRIEF WITH GROUP AS A WHOLE**
MINI LECTURE FIVE: FORESTALLING WORST FEARS I. Worst fears must be acknowledged A. They often drive us, rob us of joy B. They separate us and make us wary C. Worst fears harden group positions	**PARTICIPANTS LISTEN TO MINI LECTURE**

WHAT THE LEADER IS DOING	WHAT THE PARTICIPANTS ARE DOING
II. In your Subgroups, take two minutes to think about and then write the two things we can do to avoid realizing our worst fears	
	SUBGROUPS PROCESS THE QUESTION
DEBRIEFING Leader organizes the debriefing session as before	
	SUBGROUPS DEBRIEF WITH GROUP AS A WHOLE
MINI LECTURE SIX: REALIZING OUR HIGHEST HOPES	
I. Our highest hopes carry us through hard times A. They create a reservoir of good feelings. B. They motivate us individually and collectively. C. They allow us to trust others.	PARTICIPANTS LISTEN TO MINI LECTURE
II. Please take two minutes and write the two most important things we could do to help realize our highest hopes.	
	SUBGROUPS PROCESS THE QUESTION
DEBRIEFING	
Leader organizes the debriefing session as before	
	SUBGROUPS DEBRIEF WITH GROUP AS A WHOLE

WHAT THE LEADER IS DOING	WHAT THE PARTICIPANTS ARE DOING
MINI LECTURE SEVEN: SELECTING A COURSE OF ACTION I. Evaluating possible courses of action A. Potentially most effective B. Least expensive in dollars C. Most effective use of resources II. Voting on our recommendations A. Ten points for most effective B. Ten points for least expensive C. Ten points for most effective use of resources III. Working in your subgroups please vote on each of the possible actions we could take.	**PARTICIPANTS LISTEN TO MINI LECTURE**
	SUBGROUPS SELECT TOP CHOICES
DEBRIEFING Leader organizes the debriefing session as before	**SUBGROUPS DEBRIEF WITH GROUP AS A WHOLE**

SECTION 3: ACTIVITIES AND MINI LECTURES

MINI LECTURE ONE:

USES OF THE STRUCTURED COMMUNICATION ACTIVITIES

NOTES TO THE LEADER: *School districts are in radically different places relative to the processes of restructuring and transition management. Theses mini lectures were written for a district in the initial phase of transition management but can be used by districts further down stream. You may tailor each mini lecture to circumstances of your district. It will be best however to use the processes as described. Please use this mini lecture as you see fit.*

I would like to extend greetings to everyone here today. I am delighted that you could be here and look forward to a great day. Our purpose for coming together is to explore some aspects of school change. These are processes that will deeply effect each of us in many ways over the next few months and years. I am convinced that collectively we have the intelligence and good will to build better schools.

One of the famous uses of structured communication processes is in the peace process. After signing the Camp David Accords, Jimmy Carter said that the principles and processes for achieving peaceful resolution in disputes are well known and relatively simple. The difficulty is getting people to talk and keeping them focused until an agreement is reached. Structured communication processes are used by many schools, companies and agencies when a serious need for consensus about important matters exists, to manage conflict, or to insure that all of the people affected by a decision have a chance to provide their perspective before the decision is made. We are going to use a structured communication process to work on some of the important aspects of change.

We structure the process to insure that:

- everyone gets their voice in the room early and repeatedly.
- the group stays focused upon the task until it is complete.
- we move through a set of logical steps toward agreement.
- one or two people don't dominate the discussion.

The purposes of the warmup exercise is to give everyone a chance to get their voice in the room early in the process. We know that in unstructured communication, the person who speaks first tends to dominate the communication, and we don't want that to happen. Secondly, we want to set the tone for the meeting and make sure that we understand each other's purposes and feelings. We want everybody to think about what we want to accomplish today. Finally, we want to get both sides of the brain working.

To get started, I would like to go around the circle and have each person introduce himself/herself by telling us your name and your relationship to the school (or district) and tell us two important things. First, tell us what you would like to see us accomplish today. Secondly, tell us how you feel about being here today. This will take a little time, but it is critically important to getting off to a good start.

MINI LECTURE TWO:

BIG CHANGES WILL AFFECT US ALL

It is hard to be heard today. We are all busy and work in structured environments that allow us to communicate with one another only for brief moments. We are often not really listening to others, but rather thinking about what we want to say next. Worse yet, we cut other people off before they completely express their thoughts. Our impatience conveys the impression that we are not listening. That makes the other person feel that he/she is not being heard. When we speak but are not heard, we feel frustration and may withdraw from the communication. At a time when we are over-communicated, we need to think about the effects we have on one another.

People want to be heard. They want others to see their point of view, to know what they fear and what their highest hopes are. The structured communication process makes sure that each of us believes that he/she is being heard by honoring his or her words. We honor a person's words by:

- attending while the person is speaking.
- writing their words exactly as they are spoken, not by "translating" them.
- by speaking their words as they were spoken.

In large organizations everyone cannot expect their words to become policy but they can expect to be heard. When people feel heard they are more willing to express their real thoughts, to be serious problem solvers, and to attend to and listen to others.

We then will use some simple rules in the process for each of the activities today. We will break down into subgroups of six or seven people for each activity. Each subgroup will have a facilitator and a recorder. The facilitator will keep order and balance in the process by designating who is to speak first and enforce the rules. The Recorder will record the words of each speaker. The rules are as follows:

- one person speaks at a time when called upon by the facilitator.
- people speak in order and no one speaks a second time until everyone has spoken once.
- when one person speaks, the other group members attend and listen.
- the recorder records the actual words of the speaker.
- when it is time for the recorder to speak, he/she will hand the pen to someone else and sit to speak.

I would like you to assemble into groups of six or seven members, each with a large tablet. (Use any method of dividing the group you like. Count off. Mix people by position. It may be best to not let people self select.) Once you have found your place, please take the three-by-five card and write the two things you believe will be the most significant changes our school or school district will have to face to improve student performance (the leader may want to point to elements of the strategic plan if one

exists.) Your facilitator will recognize each of you in turn. When everyone has had a chance to be heard, the recorder will report back to the group as a whole

MINI LECTURE THREE:

IDENTIFYING WORST FEARS

NOTES TO THE LEADER: *This exercise creates a basis for the whole process. We often hide our worst fears from others, but still act on them and those actions are part of the problem. The purpose of this exercise is to bring the worst fears into the light, recognize that we often share worst fears with others and acknowledge them. The controlled processes provides the perfect environment to disclose the worst fears. It is better to have them in the light and process them than to hide them from one another and still act on them.*

When people act from worst fears they are frustrated, angry and difficult. They are not free to explore new ideas and their risk tolerance is low. People acting from their worst fears find it very difficult to trust anyone, especially leaders. They interpret the actions of others in the worst possible light.

As the school district implements restructuring plans, each of us will be affected in some way. We know that as any organization goes through significant change people have to move through a period of transition that has three phases. First, they have to say goodbye to the old familiar ways of doing things. This sometimes provokes a grieving process made up of the steps:

- denial
- negotiation
- anger
- resolution

It takes some time to move through the grieving process.

The second stage is like the period the Hebrews wandered in the desert. They had left Egypt behind and had not yet reached the promised land. During the desert stage everyone will feel some anxiety and some will want to return to the old ways. But the desert is also an important time of growth when we are inventing the new ways that will work so much better.

The third stage is the new beginnings. We will have developed new ideas, tried them out, abandoned some and built confidence in others. In the new beginnings we will all finally feel more comfortable and be inspired by the new results we get with children.
In your subgroups I would like you to first take two minutes and write the two worst fears you have about the transition you will be going through. We will then process them and report back to the group as a whole.

MINI LECTURE FOUR:

IDENTIFYING HIGHEST HOPES

NOTES TO THE LEADER: *If you are following the plan you have heard the worst fears of the group. Now is the time to build upon the empathy that sharing worst fears provokes. You should move the group to the next session without spending too much time on the worst fears.*

Everyone has had a chance to be heard by others several times already today. You have seen and felt your words being honored by others as they have been written and spoken by others. You will have several other opportunities to be heard today, and I know that will be very gratifying. When we listen, truly listen to others, we learn new ways of seeing things and feel more like them than dislike them. Once we know what other people think about important matters, we can have some empathy with them. We see them less as an adversary and more like a colleague.

We have created quite a list of worst fears. Everyone can see by now that we share something very important, the fears that our lives will be changed is some significant ways. Worst fears have a very significant impact on the way people feel and the way they act, and we all act on our worst fears at times. People entertaining their worst fears often feel anxiety, frustration and anger. They often distrust others motives, find it hard to believe others, join with others to fight the enemy, and harden their position. Nations acting from worst fears often go to war.

Worst fears should not be suppressed or ignored. They must be brought into the light and be acknowledged by everyone. Acknowledging worst fears is quite different from acting on them.

Our reason for bringing them up is to acknowledge, and later to build an action plan that will forestall the realization of our worst fears.

But people don't always act from their worst fears. Sometimes they act from their highest hopes and that makes a world of difference. When people are entertaining their highest hopes they feel optimistic and energized. They tend to trust more easily and compromise more effectively. They are more creative and generate better ideas. They will stay engaged for longer periods, so groups function better when people are entertaining highest hopes.

Please take two minutes and write on your card your highest hopes for the best results from the changes proposed and process them in your group.

MINI LECTURE FIVE:

ACTING TO FORESTALL REALIZATION OF WORST FEARS

We have looked at worst fears and then highest hopes. The contrast between them is dramatic. When people act from worst fears communities split up into factions. The relationships among the faction are those of fear and distrust. When we act from highest hopes the opposite happens. We can work together with some trust, at least we will see that we share our interests. As we build a common vision of the future we feel good and are energized to find ways that make it happen.

The highest hopes are what we would really like to accomplish. Worst fears rob us of the joy we should get from our work, they separate us from one another and harden the adversarial position groups sometimes take.

In this exercise we want to find ways of forestalling the realization of our worst fears. For the next activity please write the two things we can do to forestall the realization of our worst fears. Then process them in your subgroup.

MINI LECTURE SIX.

ACTING TO REALIZE HIGHEST HOPES

We are moving toward the end of the session. We are all tired, but we share some good feelings about what we have learned from one another. We are setting the basis for mutual trust by honoring the words of our colleagues.

Our highest hopes are critically important to us. They carry us through difficult times and create a reservoir of good feelings. They help us realize that at a very fundamental level we all hope that our children can be challenged and nurtured in ways that make them happy, healthy and productive. We all wish for these things very deeply. But, wishing will not make it happen. We have to plan our strategy and work hard to see that they are effective.

For the next group exercise, please write the two things we can do to best realize our highest hopes. Once we have processed these strategies, we will meet as a whole and develop an action plan.

MINI LECTURE SEVEN:

SELECTING A COURSE OF ACTION

We have completed a huge amount of work and I know that it has been exhausting. We have talked about issues that are important to each of us in ways that might have been impossible in other circumstances. Each of us has had multiple chances to speak and be heard by our colleagues. We are beginning to learn that we can trust one another, or at least understand their point of view. We should congratulate ourselves.

We have talked about the big changes taking place in the district and examined our worst fears and highest hopes relative to those changes. Finally, we have generated some solutions we believe will be important in making the transition. We cannot implement all of the recommendations for a number of reasons. There are some legal constraints. Some things we simply cannot do because they violate a law or regulation. Some things are impossible because they would be unsafe, or would put people at risk. Other things simply cannot work because they would be far too expensive in relation to the benefits to be derived.

So we need to process the suggestions in the same open and respectful way that we have addressed the other tasks. We will do one more activity. As we choose a course of action we need to ask three questions: 1. Which of the suggestions is likely to cause the greatest impact? 2. Which of these will create results in the shortest amount of time? and 3. Which of these possibilities will cost the least number of dollars?

Please think about the list of possibilities and rank them for yourself. You have thirty points to "spend" on the list, ten points for greatest impact, ten points for least time required, and ten points for least cost. Once you have ranked them for yourself, we will total up the points in each subgroup. Please make a statement as to why you allocated your points as you did.

The recorder will total the points in the subgroups and then we will total them as a whole. Once we have the possible actions ranked, they will be used by the strategic planning groups to (create) modify the strategic plan. (The leader can discuss in more detail how the recommendations will be used.)

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